

Situational Leadership Practices of Higher Education in China as Correlates to Organizational Commitment

Junjie Liao^{1,2,*}

¹ Graduate School, Adamson University, CO 1000, Manila, Philippines

² Yichun University, College of Physical Education, China

* Corresponding author Email: 253778664@qq.com

Abstract: This study delves into the relationship between situational leadership practices and the organizational commitment of faculty members within Chinese higher education institutions. Through a survey and in-depth interviews with 352 in-service teachers from three universities in Jiangxi Province, this research collected data on situational leadership practices and organizational commitment. The findings indicate that the seven dimensions of situational leadership practices—supportive behavior, leadership behavior, members' maturity level, teaching guidance behavior, academic exchange and collaboration, personal growth and self-management, and technology application—are significantly and positively correlated with the organizational commitment of faculty members. Specifically, supportive behavior and leadership behavior play a crucial role in enhancing the affective commitment, continuance commitment, and normative commitment of faculty members. Additionally, the study discovered significant differences in the situational leadership practices related to academic exchange and collaboration among teachers from different academic backgrounds. This research underscores the pivotal role of situational leadership in enhancing the organizational commitment of faculty members and the effectiveness of higher education institutions, and it offers targeted suggestions for improvement.

Keywords: Situational Leadership; Organizational Commitment; Higher Education; Faculty Development; Educational Innovation; Cross-Disciplinary Collaboration.

1. Introduction

In the 21st century, China has witnessed rapid economic growth, accompanied by complex and dynamic changes in its social structure. Behind this progress, higher education plays a pivotal role. Higher education not only nurtures numerous talented individuals but also drives national innovation in science and culture, making it a key factor in societal advancement. However, as with any situation, challenges are prevalent alongside opportunities, particularly for educational leaders. These challenges encompass various domains, including shifting external environments, diverse student needs, and the impact of technological advancements.

Currently, higher education is facing an increasingly diverse student body with varying backgrounds and demands. Designing education strategies that cater to everyone and creating a positive, enriching learning environment for each student within the university's setting have become significant concerns for leaders.

In the context of globalization, international exchanges and collaborations have become more frequent, with higher education being no exception. Shaping distinctive characteristics and core competitiveness in Chinese higher education within this context, ensuring the cultivation of talents with both international perspectives and strong national foundations, presents challenges for educational leaders.

In the context of global higher education development, significant advancements have occurred in internationalization, marketization, and informatization. There's been a noticeable escalation in competition among global higher education institutions, impacting resource allocation which increasingly reflects global forces, Liu et al. (2019). Moreover, the international movement of students and

academics has intensified. In response, traditional forms of academic leadership are deemed inadequate, exerting undue pressure on formal leaders. Consequently, Western higher education institutions are increasingly adopting shared leadership models, with distributed leadership emerging as the most favored approach. Distributed leadership, in particular, deviates from conventional hierarchical structures, promoting collaborative leadership practices that are dispersed and collectively embraced across an institution, Zhu and Caliskan (2020).

This research holds profound value for the current state and future of higher education in China. Firstly, it provides an in-depth analysis of the primary challenges currently faced by higher education, offering educational leaders a clear reflection of the present situation and helping them better understand and address real-world issues. Secondly, by exploring leadership development plans, the research provides educational leaders with a roadmap for action, guiding them on how to preserve the core values of education and ensure the cultivation of talents with international perspectives while retaining strong national foundations in a complex environment. Additionally, this study is of great significance for promoting the internationalization and modernization of China's education, enhancing the international competitiveness of Chinese higher education. Overall, this research provides robust theoretical support and practical guidance for the ongoing development of higher education in China.

The study will delve further into the current state of educational leadership practices in higher education, addressing existing issues and exploring strategies to enhance them. It aims to provide a more comprehensive understanding of their interrelations and interactions, offering background information and theoretical support for future researchers to

achieve the objectives of this study.

To better navigate these changes, many educational scholars began focusing on issues related to leadership in higher education. Initial research primarily concentrated on the personal traits and leadership styles of leaders. However, as research progressed, it became apparent that the real challenge lay in how to formulate and effectively implement leadership development plans.

This field of research was initially pioneered by a few individuals who sought to integrate Western leadership theories with China's specific context, exploring a path to localize higher education leadership. Subsequently, more scholars joined this field, conducting in-depth field investigations of leadership practices and attempting to establish a comprehensive theoretical framework.

By the early 21st century, this field had made some preliminary research progress. However, new challenges emerged in parallel. The rapid development of technology, especially the widespread adoption of information technology, introduced unprecedented opportunities and pressures to higher education. Leaders had to not only grasp traditional management and educational methods but also learn how to lead universities in the digital age.

Currently, research on leadership practices in Chinese higher education has evolved into a relatively mature field. However, this does not imply that research has reached its conclusion. Simultaneously, Chinese higher education still faces numerous unsolved mysteries, particularly concerning leadership development planning.

Many studies suggest that effective leadership development planning can enhance not only a university's management efficiency but also its ability to respond to external environmental changes and produce more high-quality talent. However, how to formulate and implement such planning remains an unanswered question. Higher education is a critical factor in a nation's future development. In such a vital field, the role of leadership is self-evident. If we fail to cultivate and develop effective leadership, Chinese higher education may lose its competitiveness, potentially facing various crises. Therefore, research in this area is not only academically necessary but also an urgent practical need. Only by deeply understanding this issue can we create a brighter future for China's higher education.

Furthermore, this research underscores the importance of leadership development planning, especially in today's educational environment. In an era of rapid technological advancement, educational methods and approaches are constantly innovating and evolving. How to formulate and implement effective leadership development plans in such an environment is a crucial issue that every educational leader faces. This research not only provides specific strategies and methods but also emphasizes the importance of continuous learning and self-renewal. These qualities are essential for leaders to possess in the rapidly changing environment we currently inhabit. Importantly, this research also highlights some common issues in leadership practices in higher education, such as uneven resource allocation and overly rigid organizational structures, offering directions for improvement. Overall, this research provides a macroscopic and specific perspective on Chinese higher education, aiming to promote ongoing progress and improvement in the education system.

2. Statement of the Problem

This study aims to explore the current status of teacher

leadership practices, as correlates to their organizational commitment. Specifically, this study will answer the following questions:

1. What is the profile of the in-service teacher-respondents in terms of:
 - 1.1. Sex
 - 1.2. Major
 - 1.3. Teaching Experience
 - 1.4 Educational Attainment
2. What is assessment of the in-service teacher-respondents in terms of the following situational leadership practices?
 - 2.1. Supportive Behavior
 - 2.2. Leadership Behavior
 - 2.3. Members' Maturity Level
 - 2.4 Teaching Guidance Behavior
 - 2.5 Academic Exchange and Collaboration
 - 2.6 Personal Growth and Self-Management
 - 2.7 Technology Application
3. Are there significant difference in teachers' situational leadership practices when considering demographic variables?
4. What is the assessment of the in-service teacher-respondents in terms of the following organizational commitment?
 - 4.1 Affective commitment;
 - 4.2 Continuance commitment;
 - 4.3 Normative commitment?
5. Are there significant relationship between situational leadership practices and organizational commitment among in-service teacher respondents?
6. What are the issues and challenges in improving teachers' leadership practice levels?
7. Based on the findings of the study, what innovative measures can be combined to develop a plan to enhance teachers' leadership practices?

3. Significance of the Study

This research is very significant, and the research will help the following:

University: Through the assessment scale, universities can gain a comprehensive understanding of their teachers' situational leadership abilities, enabling wiser decisions regarding talent development, organizational structure, and academic advancement.

Teachers: Universities can provide targeted training and support for teachers based on assessment results, promoting their professional development. Through participation in the assessment, teachers can gain a better understanding of their own leadership styles and abilities, enabling self-improvement. Teachers can adjust their teaching strategies and behaviors based on assessment results, enhancing their teaching effectiveness and academic outcomes.

Educational Institution: With effective leadership, both educational quality and academic achievements will be enhanced, thereby elevating the overall reputation of the institution.

Curriculum Planner: Understanding teachers' leadership styles and capabilities can facilitate better curriculum design, ensuring that teaching content, methods, and resources align with the teachers' characteristics. Based on assessment results, curriculum planners can experiment with new teaching strategies and methods, fostering educational innovation.

Researchers' Data Support: This scale provides researchers with a tool to collect data on the leadership abilities of university teachers, supporting their research endeavors.

Students: Under effective leadership, students will have a better educational experience, including more suitable teaching content, methods, and resources. Effective leadership not only helps students acquire knowledge but also nurtures their critical thinking, emotional intelligence, and interpersonal skills, promoting holistic development.

Future Researchers: It provides future researchers with a validated research tool and a set of preliminary research data, serving as the basis for their subsequent studies.

4. Definition of Terms

The following terms are defined operationally for this study: Situational Leadership, also known as Situational Leadership Theory, is a leadership theory that emphasizes the adjustment of leadership behaviors and styles based on specific situations and the maturity level of subordinates. In essence, effective leadership is not a fixed or unchanging pattern but rather a reflection of keen insights into specific environmental factors and adaptability.

Supportive behavior in Situational Leadership refers to leaders providing emotional support, encouragement, and care to facilitate interaction and communication between leaders and subordinates. The focus of this behavior is on building relationships that make subordinates feel valued and respected, thereby enhancing their work motivation and commitment.

In Situational Leadership Theory, leadership behavior primarily refers to how leaders adjust and demonstrate their leadership styles based on specific situations and the capabilities and willingness of their subordinates. This involves leaders' behaviors on two dimensions: task behavior and relationship behavior, including how they guide, support, delegate, or laissez-faire.

In Situational Leadership theory, member maturity refers to the ability and willingness of a subordinate to complete specific tasks. This dimension reflects a subordinate's autonomy, confidence, and familiarity with a particular task. Subordinates with high maturity may require less guidance but more support or empowerment, while those with low maturity may need more direct instruction and guidance.

Situational Leadership in practice refers to how leaders adjust their leadership styles and strategies flexibly based on the specific environment and characteristics and needs of team members to maximize team efficiency and outcomes. This involves continuous assessment of the skills, motivation, experience, and emotional states of team members and making strategic adjustments accordingly.

In the practice of situational leadership, academic communication and collaboration refer to how scholars, in the course of academic research, adjust their communication and collaboration patterns using situational leadership strategies based on the research needs and the expertise and backgrounds of team members. This is done to maximize the sharing of knowledge and the generation of innovation. It involves an understanding and adaptation to project requirements, the professional knowledge and experience of team members, as well as cultural and situational differences.

Personal growth and self-management in the practice of situational leadership primarily focus on how individuals, based on external environments and internal needs, use situational leadership strategies to facilitate their professional growth, skill development, and emotional balance. This means adjusting self-management strategies and behaviors in different career stages and work situations based on

individual needs and challenges.

Interdisciplinary integration in the practice of situational leadership refers to how leaders use situational leadership strategies to facilitate the effective integration of knowledge, methods, and perspectives from different disciplinary fields, resulting in a more comprehensive and collaborative research framework or solution. This requires leaders to identify and understand the characteristics and needs of various disciplines and adjust their leadership and coordination strategies accordingly to ensure cross-disciplinary cooperation and innovation.

In the practice of situational leadership, technology application and innovation involve how leaders introduce, utilize, and innovate technological tools and solutions in a flexible manner based on specific work and organizational contexts. This is done to improve work efficiency, foster team collaboration, and achieve organizational goals. It requires leaders to have relevant technological knowledge and make strategic decisions and implementations based on the characteristics of teams and projects.

5. Results and Analysis

This chapter is the presentation of the summary of the findings, the conclusion, and the recommendations based on the findings of the study.

1.The profile of the in -service teacher- respondents in terms of:

Table 1. The Profile of older -respondents

	Profile	Frequency	Percent
Sex	Male	156	44.32%
	Female	196	55.68%
	Total	352	100%
Teaching Experience	<1	53	15.06%
	1-3	79	22.44%
	3-5	89	25.28%
	5+	131	37.22%
	Total	352	100%
Field of Study	Science & Eng	96	27.27%
	Humanities	117	33.24%
	Medicine	63	17.90%
	Others	76	21.59%
	Total	352	100%
Educational Attainment	BS	89	25.28%
	MS	192	54.55%
	PhD	71	20.17%
	Total	352	100%

Presented in the table are the profile of the respondents as to sex, teaching experiences, field of studies, and educational attainment. As to sex, majority are females, 196 or 55.68%. As to teaching experiences, majority belongs to the group 5+ with 131 or 37.22%. As to field of studies, majority belongs to the humanities group with 117 or 33.24%. As to educational attainment, majority are holding their master' s degree with 192 or 54.55%. The foregoing profile of the respondents denote they come from a varied profile. This further means that there is diversity of academic standpoints on the thesis of the study from the framed respondents.

2. Assessment of the in-service teacher- respondents in terms of the following situational leadership practices.

Table 2. Summary on the Assessment of the In-service Teachers on their Situational Leadership Practices

Situational Leadership Practices	Mean	SD	Description	Interpretation	Rank
1. Supportive behavior	1.79	.629	Often	Effective	3.5
2. Leadership behavior	1.79	.623	Often	Effective	3.5
3. Members' maturity level	1.83	.649	Often	Effective	1
4. Teaching guidance behavior	1.82	.627	Often	Effective	2
5. Academic exchange and collaboration	1.78	.631	Often	Effective	5
6. Personal growth and self-management	1.77	.591	Often	Effective	6
7. Technology application	1.76	.621	Often	Effective	7

Legend: 1.00-1.50-Always (Very effective); 1.51-2.50-Often (Effective); 2.51-3.50-Sometimes (Least effective); 3.51-4.00-Rarely (Not effective)

As it can be shown in the table, the seven parameters are rated as often and interpreted as effective with ratings that range from 1.76 to 1.83. The top most assessed parameter (rank 1) is members' maturity level (mean=1.83 and SD=.649) and interpreted as effective. On the other hand, the least assessed parameter (rank 7) is technology application (mean=1.76 and SD=.621) and interpreted as effective. Thus, situational leadership as practiced in the locale of the study is

effective.

The foregoing results construe with findings of Fan (2022). It was pointed out that Situational Leadership Theory emphasizes the relationship between a leader's behavior and the maturity level of their subordinates, suggesting that leadership style should be adjusted based on specific situations.

3. Significant difference in teachers' situational leadership practices when considering demographic variables.

Table 3. Comparative Analysis on the Situational Leadership Practices of the In-service Teachers when the Respondents are grouped by Sex

Situational Leadership Practices	Male	Female	t- value	p- value	Result
1. Supportive behavior	1.83	1.75	1.224	.222	Accept Ho
2. Leadership behavior	1.85	1.75	1.474	.141	Accept Ho
3. Members' maturity level	1.86	1.81	.711	.478	Accept Ho
4. Teaching guidance behavior	1.86	1.79	1.051	.294	Accept Ho
5. Academic exchange and collaboration	1.84	1.74	1.418	.157	Accept Ho
6. Personal growth and self-management	1.82	1.74	1.253	.211	Accept Ho
7. Technology application	1.83	1.72	1.648	.100	Accept Ho

Presented in the table are the results of the comparative analysis on the practices of the in-service teachers along their situational leadership when the respondents are grouped by sex. It shows that the seven practices, which include supportive behavior, leadership behavior, members' maturity level, teaching guidance behavior, academic exchange and collaboration, personal growth and self-management, and technology application, gained p-values of greater than .05 through t-test. This leads to the acceptance of the null hypothesis, which states that there is no significant difference on the situational practices of the in-service teachers when the respondents are grouped by sex.

From a practical standpoint, this implies that interventions or initiatives aimed at improving or enhancing situational practices among in-service teachers may need to be tailored and targeted more broadly, rather than focusing on specific demographic or profile characteristics. It also suggests that efforts to promote professional development and support in these areas can benefit from a universal approach that addresses the needs and challenges commonly faced by all teachers, rather than targeting specific subgroups based on demographic or profile factors.

Thus, the acceptance of the null hypothesis indicates a level of consistency and uniformity in situational practices among

in-service teachers, highlighting the importance of comprehensive and inclusive strategies for supporting and enhancing teaching effectiveness across diverse contexts and profiles.

4. Assessment of the in-service teacher- respondents in terms of the following organizational commitment

Table 4. General Assessment on the Organizational Commitment of the In-service Teachers

Organizational commitment	Mean	SD	Description	Interpretation	Rank
Affective commitment	1.84	.594	Agree	Effective	1
Continuance commitment	1.79	.605	Agree	Effective	2
Normative Commitment	1.78	.616	Agree	Effective	3

Legend: 1.00-1.50-Strongly agree (Very effective); 1.51-2.50-Agree (Effective); 2.51-3.50-Disagree (Least effective); 3.51-4.00-Strongly disagree (Not effective)

Presented in the table are the general assessment of the

respondents on the organizational commitment of the in-service teachers. The general assessment provided by the respondents on the organizational commitment of in-service teachers indicates positive perceptions across all three parameters: affective commitment, continuance commitment, and normative commitment. With interpreted assessments of effectiveness for each parameter — 1.84 for affective commitment, 1.79 for continuance commitment, and 1.78 for normative commitment—it suggests that in-service teachers exhibit strong levels of commitment to their organizations. Affective commitment, indicating a strong emotional connection, reflects the teachers' deep sense of belonging and pride in their work and the organization's mission. Continuance commitment highlights the perceived benefits and investment in staying with the organization, suggesting that teachers recognize the practical advantages and security

offered by their tenure. Normative commitment, reflecting a sense of duty and responsibility, indicates that teachers feel a strong obligation to contribute to the organization's goals and success.

Thus, these assessments suggest a supportive and cohesive organizational culture that fosters employee loyalty, dedication, and contribution to organizational success, ultimately enhancing job satisfaction, retention, and organizational effectiveness within the teaching workforce. This construes with the averred findings of Mao (2021). It was concluded that the brilliant achievements of higher education are the faculties of constantly updating educational concepts, together with the various reforms and innovations in education (Nannar, 2020).

5. Significant relationship between situational leadership practices and organizational commitment among in-service teacher respondents.

Table 5. Test of Relationship between Situational Leadership Practices and Organizational Commitment of In-service Teachers

		Affective- commitment	Continuance commitment	Normative commitment
supportive behavior	Pearson Correlation	.647**	.657**	.645**
	Sig. (2-tailed)	<.001	<.001	<.001
	N	352	352	352
leadership behavior	Pearson Correlation	.678**	.678**	.653**
	Sig. (2-tailed)	<.001	<.001	<.001
	N	352	352	352
Members' maturity level	Pearson Correlation	.675**	.710**	.657**
	Sig. (2-tailed)	<.001	<.001	<.001
	N	352	352	352
teaching guidance	Pearson Correlation	.651**	.652**	.621**
	Sig. (2-tailed)	<.001	<.001	<.001
	N	352	352	352
academic exchange	Pearson Correlation	.678**	.721**	.672**
	Sig. (2-tailed)	<.001	<.001	<.001
	N	352	352	352
Personal growth and self	Pearson Correlation	.689**	.764**	.730**
	Sig. (2-tailed)	<.001	<.001	<.001
	N	352	352	352
technology application	Pearson Correlation	.752**	.712**	.743**
	Sig. (2-tailed)	<.001	<.001	<.001
	N	352	352	352

*Correlation is significant at the 0.05 level (2-tailed).

The analysis presented in the table reveals a significant positive correlation between the parameters of situational leadership and organizational commitment, as determined by Pearson's r correlation. With p-values of less than .001 at the .05 significance level, all seven parameters of situational leadership exhibit a strong positive relationship with the parameters of organizational commitment. This implies that as one set of variables increases, the other set tends to increase as well, indicating a mutually reinforcing relationship between situational leadership and

organizational commitment among in-service teachers.

Furthermore, recognizing the strong correlation between situational leadership and organizational commitment can guide strategic initiatives aimed at improving organizational culture, enhancing employee engagement, and fostering a sense of belonging and loyalty among teachers. By understanding the factors that contribute to organizational commitment and leveraging effective leadership practices, educational institutions can create environments where teachers feel valued, supported, and motivated to contribute

to the organization's mission and goals (Fan, 2022). Furthermore, the provision of necessary resources and support to foster growth and development (Yi, 2023; Zhou, 2023).

6. Conclusion

Based on the findings of the study, the following are concluded:

1. The profile of the respondents denotes that they come from varied groups. This further means that there is diversity of academic standpoints on the thesis of the study from the framed respondents.

2. The situational leadership as practiced in the locale of the study is effective.

3. The study shows consistent situational leadership practices among in-service teachers, but significant variations are found in academic exchange and collaboration based on field of study. Recognizing disciplinary differences is crucial for tailoring strategies to enhance collaboration within educational contexts, emphasizing the need for customized approaches to promote effective knowledge exchange among teachers.

4. The interpreted assessments of effectiveness for each parameter of organizational commitment suggest that in-service teachers generally exhibit strong levels of commitment to their organizations.

5. All seven parameters of situational leadership display a strong positive relationship with the parameters of organizational commitment, signifying a significant association between leadership practices and commitment levels among in-service teachers.

6. The findings underscore a multitude of nuanced challenges in augmenting teachers' leadership practice levels, delineating critical themes such as harmonizing research commitments with teaching obligations, navigating complexities in internationalization initiatives, ensuring alignment between curriculum development and industrial requisites, providing comprehensive mental health support frameworks, equitable allocation of educational resources, optimizing research efficacy and quality standards, managing the intricacies of digital transformation, and fostering tailored professional development pathways for educators. These delineations illuminate the multifaceted landscape of challenges confronting educational leadership and necessitate targeted interventions to fortify teachers' leadership capacities amidst evolving educational paradigms.

7. Recommendations

Based on the conclusions of the study, the following are recommended:

1. Encourage ongoing professional development opportunities for educators to refine their situational leadership skills and foster a culture of continuous feedback and reflection to enhance leadership practices among teachers.

2. Develop and apply customized strategies that recognize and accommodate disciplinary variations among teachers, fostering collaboration and knowledge exchange within educational environments.

3. Continue fostering a supportive organizational environment that reinforces and sustains the strong commitment demonstrated by in-service teachers. Regularly acknowledging and rewarding this commitment can further enhance morale and productivity within the organization.

4. Invest in leadership development programs that emphasize the principles of situational leadership. By strengthening leadership practices across all parameters, organizations can further enhance the commitment levels of in-service teachers.

5. Implement targeted interventions to fortify teachers' leadership capacities amidst evolving educational paradigms, addressing challenges such as harmonizing research commitments and navigating digital transformation.

6. Develop targeted initiatives to address specific challenges identified, such as mental health support, equitable resource allocation, and digital transformation, and foster a culture of innovation and continuous improvement within educational institutions to address evolving challenges and opportunities in educational leadership.

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